



Stedham Primary School **Physical Education Policy**

Rationale

We at Stedham School believe that physical education, experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health, development and wellbeing. We aim to provide a balance of individual and team, co-operative and competitive activities that cater for each pupil's abilities and preferences. The programme is based on progressive learning objectives which combined with flexible and varied teaching styles, endeavour to provide appropriate, stimulating and challenging learning situations for all pupils.

The aims of Physical Education

Physical education aims to develop control, co-ordination and mastery of the body.

Our aims in teaching physical education:

- 1) To develop physical co-ordination and competence.
- 2) To develop the ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement-related activities.
- 3) To promote positive attitudes to health, hygiene and fitness.
- 4) To develop a knowledge of safety factors and appreciation of the principles of safe practice.
- 5) To provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background or physical ability.
- 6) To develop communication skills and the skills necessary to effective co-operation.

Roles and Responsibilities

- 1) The teaching staff are collectively responsible for the monitoring and implementation of the P.E. Curriculum.
- 2) The Headteacher is responsible for ensuring that hall apparatus is checked at least annually.
- 3) The teaching staff are collectively responsible for the maintenance of sports equipment and the P.E. shed. Staff should supervise the management of equipment during lessons and ensure that it is replaced in the correct location at the end of the lesson. Losses and breakages should be reported to the Headteacher.

PE Dress Code

Children should wear correct P.E. Kit as outlined in the school prospectus. If a pupil persistently forgets their kit, the child should be referred to the Headteacher and their parents should be contacted. Jewellery, including watches should be removed before the lesson whenever possible (earrings in the first 6 weeks after piercing can be covered with tape and after this, must be removed). If these are to be worn for religious reasons, then a disclaimer form must be completed by the parents.

Staff should dress appropriately for PE lessons. In particular footwear should allow staff to move safely and quickly when working in the hall.

How do pupils learn P.E.?

Physical Education is by nature, a very practical activity where pupils learn through first hand experience. In view of this, pupils should be physically active for a substantial part of all their P.E. lessons.

It is the ethos of Stedham Primary School that pupils are encouraged for their achievements and that all feedback is as positive as possible. Constructive comments are made to support pupils who are struggling to achieve. It is only in this environment that pupils will have the confidence to attempt, and thus develop their skills.

Teachers at both Key Stages will need to plan tasks using a variety of teaching styles in order to provide a broad P.E. curriculum. It is imperative that there is a balance between:

- 1) Grouped, paired and individual working.
- 2) Competitive and non-competitive activities.
- 3) Contact and non-contact sports.
- 4) The development of skills and tactical understanding.

Progression

P.E. involves the development of co-ordination, knowledge, skills and understanding through an inter-related process through planning, performing and evaluation.

Two other elements are important when considering progression. These are independence and interaction, which relate to pupils' personal, emotional and social development.

Planning for differentiation

Planning for differentiation should incorporate:

- 1) Pupil groupings, e.g. ability or mixed ability groups, or group, paired or individual activities.
- 2) Resources e.g. different equipment for different levels of ability.
- 3) Pupil activity e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability.
- 4) Other opportunities, e.g. extra-curricular activities, club links and interest groups for the development of excellence.

Differentiation by task is achieved when pupils, who are pursuing the same part of the Programmes of Study, are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be able to be challenged.

Pupils of low ability will need constant reassurance and patience to help improve their confidence.

Assessment

It is not expected that evidence will be gathered on each pupil in each lesson but will accumulate over a specific period of time. Direct observation is the most obvious way of collecting evidence in P.E. This may include discussion, appropriate use of video, response to questions and children's assessment of their own and others' performances.

Assessment of children's attainment is continuous process and criteria are needed which can be used in assessing children's work in physical education, e.g.

- 1) accuracy
- 2) efficiency
- 3) adaptability
- 4) teamwork and co-operation
- 5) agility
- 6) stamina to sustain participation
- 7) imaginative performance

Criteria should be known and understood by children as well as teachers, so that they may be used as personal targets to improve and evaluate their own work. Older pupils may be given opportunities to set their own targets.

Special Educational Needs and Disabilities

Wherever practicable, provision will be made for pupils with special educational needs and Disabilities where it affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. At times it may be appropriate to have the support of a Teaching Assistant to help with the management of a particular child during P.E. If this is the case, it is preferable to have the Teaching Assistant working with a group of pupils which includes the child who needs the support.

Equal Opportunities

All pupils will be given access to the full P.E. curriculum, regardless of gender, race, cultural or financial background.

Extra-Curricular provision

The school values and encourages extra-curricular activities. Depending on staff availability and partnerships with outside agencies it is hoped to offer aspects of P.E. as clubs, including : netball, football, athletics, cricket and rounders. Clubs are open to all pupils in the relevant age groups. There are additional curriculum opportunities through our involvement with Aspire Coaching.

Swimming

Pupils in Foxes class have weekly swimming lessons at a local swimming pool during the Summer term. This is supervised by qualified instructors with support from class teachers. They are assessed at the end of the course.

Health and Safety

All teachers are responsible for safety in their own lessons and should therefore be familiar with the procedures associated with the teaching of particular activities. It is imperative that good discipline is maintained throughout a P.E. lesson. Pupils should always be aware of what is expected of them, the reason for that expectation and what will happen if they do not follow instructions. The noise levels in the hall should always be such that pupils can hear the teacher's instructions/signals. Class Teachers should position themselves in the hall so that they are able to observe the whole class. When an Aspire sports coach is taking a lesson, there should always be a member of staff nearby to support in an emergency.

If an accident occurs during a P.E. lesson, the teacher should ask all pupils to stop what they are doing so that full attention can be given to the injured child. The child should be taken to the office by another child or if it is a serious injury, a responsible child should be sent to the school office to obtain assistance.

Time Allocation

Children have entitlement to 2 hours a week of physical activity.

This policy should be read in conjunction with the publication 'Safe Practice: in Physical Education, School Sport and Physical Activity' published by the The Association for Physical Education and Coachwise (2016) which is located in the Headteacher's office.

Policy reviewed: September 2022
Date of next review: Autumn 2025