

Ryders Hayes
Policy Statement
Physical Education

Introduction:

At Ryders Hayes we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and well-being. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning challenges which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims:

- To develop an ability to plan a range of movement sequences, organize equipment and apparatus and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to PE in school and sport in general.

Objectives:

- Children will participate in a range of psycho-motor / movement activities in order to develop personal physical skills. (Practical attainment)
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetics)
- Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)

- Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics such as initiative, self-reliance and self-discipline (Self-knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.

Organisation:

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the National Curriculum and go beyond its statutory requirements. We are confident that children following our curriculum have the opportunity to achieve and exceed the expectations at the end of each key stage.

Resources:

The facilities for the teaching of physical education at Ryders Hayes are as follows:

- Multi-purpose hall
- Carpeted arts room available for some activities for younger children.
- Grassed area-field
- Two small playgrounds

Staff should endeavour to make full use of both indoor and outdoor facilities to provide appropriate experiences for pupils within the activity being taught.

Indoor Resources:

Storage of apparatus for gymnastics is around the confines of the hall. Small apparatus is stored in a cupboard in the hall. Staff should ensure there is always safe access to the apparatus and pupils are able to handle it safely to and from the storage positions.

NB: Benches should only be stored two high.

Outdoor Resources:

Storage of games equipment is in the shed near the KS2 playground. All equipment should be collected and returned under the supervision of the teacher. **Under no circumstances should children be in the shed on their own.**

All equipment should be returned in a safe and tidy manner. Labels in the shed indicate where the equipment should be kept.

Any losses or breakages should be reported to the PE co-ordinator.

Training:

Specialist members of staff aim to keep informed of new ideas and initiatives. Staff will be informed of any PE courses relevant to their needs. Where appropriate local coaches work along side teachers increasing their confidence and knowledge in these sporting areas.

Planning:

The Physical Education curriculum and scheme of work developed at school covers all areas of activity outlined as statutory in the PE National Curriculum 2013. Each year group covers specific aspects of the curriculum during the child's time at the school. Teachers should consult the LCP file for their age group for a comprehensive guide and lesson plans in each area of the subject.

Assessment / Monitoring:

It is statutory that each child leaving a key stage is given an over-all NC level in this subject. The guidelines are specified in the NC guide for teachers. The school will follow these guidelines to give a child a 'best fit' NC level at the end of each school year. The end of year report will also include the formative report of a child's progress, strengths and weaknesses in this subject.

The subject will be monitored and evaluated by the Co-ordinator as outlined in school's development plan for monitoring and assessment.

Inclusion:

As stated in the NC 2013, children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable). TOPS sports cards are very good at suggesting how to adapt lessons for particular needs. This includes for less able and more able children.

Health and Safety:

The safety of children in lessons is paramount. The publication '**Safe Practice in PE**' is available for all staff for reference. (stored in Y4 JP). To ensure the safety of themselves and others:

- Pupils must be shown how to handle PE equipment safely at the start of every new topic. This should inform the children on how to lift, carry and place equipment.
- Before each PE lesson teachers should **risk assess** the working area to ensure a safe learning environment.

Clothing and Footwear:

- Pupils will change into suitable and safe clothing and footwear for all PE lessons. This includes the school white t-shirt and burgundy shorts; black pumps for indoors and training shoes for outdoors. School tracksuits may be worn during the winter months. Children who consistently have no kit will take a letter home. They will be included in the lesson by completing a worksheet requiring them to observe, describe and evaluate aspects of the lesson.
NB: The multi purpose hall floor is not always suitable for bare footwork; a risk assessment would determine whether this is safe.

Jewellery:

Jewellery is removed for all lessons. This includes all sleepers and studs. **Plasters over jewellery is not permitted.** Pupils with newly pierced ears, unable to participate in the practical aspects of the lesson will be given a worksheet involving them in observing and evaluating the activity. Religious and cultural artefacts should be removed; negotiation will take place if there is a problem relating to this.

Hair:

- Long hair should be tied back and made safe. This includes both genders.

In the event of an emergency, the school policy for asking for assistance (laminated triangle signs) should be followed. There will be some of these in the shed for outdoor use.

Timings:

Staff are urged to maximise the allocated time for PE which means starting the lesson promptly. One way to achieve this may be to allow children to change during a break time when this is possible.

All children from Reception to year 6 will receive up to two hours of PE per week This may be exceeded if a class are swimming during that term.

Role of the Coordinator:

The role of the PE Coordinator involves

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Assisting with record keeping and assessment of the subject.
- Monitoring teaching of the subject in school in accordance with the school SDP.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents. (including playground leaders).

- Ensure standards remain high in each year group through effective monitoring of the subject.

Teaching Methods:

All lessons throughout the school are taught as class groups following the scheme of work. Lessons are normally taught by the class teacher, but some year groups will have coaches from Walsall Football Club. In this case teachers should liaise with the coaches to ensure the PE scheme is followed and practices are consistent.

Swimming lessons will always be taught by a qualified instructor supported by qualified school staff.