



GREEN MEADOW PRIMARY SCHOOL

Physical Education Policy

Date Written : July 2015

Reviewed by Governors : 14th December 2015

To be reviewed next : December 2016

Green Meadow Primary School

Physical Education Policy

At Green Meadow Primary School we provide the opportunity for the children to develop their knowledge and skills about fit and healthy bodies, physical control and co-ordination, the social skills of co-operation, communication and teamwork in a variety of environments, together with an awareness of safe practice. Our goal is to promote a positive learning environment that encourages children to maintain and enjoy a physically active lifestyle.

In order to do this we have a well planned and balanced program of physical activity which includes:

- Gymnastics
- Dance
- Games/Athletics
- Swimming
- OAA

Aims

When teaching Physical Education we aim to enable children to:

- Understand the importance of an active, healthy lifestyle and describe the impact that this has on their bodies during and after exercise.
- Be physically active for sustained periods of time
- Demonstrate knowledge and understanding through physical activity
- Develop fine and gross motor skills
- Develop communication skills, encouraging the use of correct terminology to promote effective co-operation.

To become independent learners by:

- Involving them in decision making and problem solving
- Enabling them to evaluate their own and other pupils' performances.

To develop positive attitudes by:

- Encouraging good sporting behavior through the house values
- Accepting rules and codes of practice
- Being aware of the affects and consequences of their actions on others and on the environment.
- Fostering an enjoyment of the subject in school

To be aware of safe practice and health by:

- Responding readily to instructions
- Following relevant rules and codes for different activities
- Dressing appropriately for each activity and observing the rules of good hygiene
- Being taught to handle apparatus and equipment safely.

Health and safety

For safe practice and the law, staff will need to refer to the **Association for Physical Education and Sport** document “Safe Practice in Physical Education and Sport”. This document can be found in the resource room (reprographics room) with all the other P.E. documents.

It covers all areas of good practice including Physical Education and the Law, Qualifications and supervision, the curriculum, risk management and equipment.

Fire alarm

During Dance and Gymnastics lessons, where the children are barefooted, pumps/trainers should be put at the side of the hall/gym so as to be easily accessed in case of a fire alarm. Teachers are to make sure that pumps are taken and worn outside.

Note: Under no circumstances are children allowed in the P.E resources cupboards without supervision of an adult.

Promoting key skills through P.E

P.E provides opportunities for pupils to develop the key skills of:

- **Communication** – through presenting P.E to different audiences, performing to others and sharing ideas.
- **Application of number** – through recognising sequence, order and rhythmic patterns, timing, counting and scoring.
- **Information and Communication Technology** – through use of a range of ICT to record performance.
- **Collaboration** – through taking different roles, recognizing and supporting the different contributions of others in group work.
- **Self Evaluation** – through appraising their own work, recognising the need for perseverance, developing the ability to use time effectively, and increasing their ability to work independently
- **Problem Solving** – through planning and modifying and review progress in problem solving settings.

Early Years Foundation Stage (EYFS)

We encourage the physical development of our children in the reception class as an integral part of their work. The physical development of the children is related to the objectives set out in the EYFS goals. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors.

Inclusion

Children with special needs will be included in any physical education lesson and given 1:1 support where needed. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable). When specialist coaches/teachers come in to take lessons it is the class teachers responsibility to liaise with them and inform them of any pupils with additional needs and measures to support them.

A Change4Life afterschool club has been started to encourage less active children to take part in physical activity.

House Points

House teams are an effective way of encouraging children to demonstrate good sporting values. When children start the school in Reception they are placed into a house team (Ruby, Diamond, Emerald, Amethyst, Sapphire). Siblings will be placed in the same house. Children work in their teams in PE lessons to earn points by demonstrating the house values: collaboration, respect, excellence, perseverance, courage, equality, inspiration. Regular house tournaments are held throughout the year.

Information and communication technology (ICT)

ICT is used in P.E where appropriate. Children have experiences of ICT through CD ROMs, both music and moving images of P.E skills. Children improve the presentation of their work through observation of these moving images.

Ipads, Cameras and video cameras are also used to record children's work for assessment and reviewing purposes.

Time allocation

In Key Stages One and Two, the school provides 2 hours per week of P.E lessons. This includes "5-a-day" sessions for KS1. The objectives for the year are split into units of work. There are six blocks in each year.

Lunch and After school clubs

There are many opportunities for pupils to take part in a variety of after school and lunch time P.E clubs. These are run by Sports Plus, Steps to Sport and the PE Co-ordinator. These clubs change half termly, see Mrs Hammond for more information about these clubs.

School Games

Children are given the chance to take part in competitive sport through intra and inter house competitions.

Resources

- We have a good range of PE facilities having two indoor halls, a MUGA, grassed playing field, climbing frame, nature trail and outdoor trimtrack (used for OAA)
- A selection of P.E activity books and teacher books, including TOPCARDS planning and CD ROMs, are centrally stored (in the reprographics room).
- Small apparatus and games equipment, for frequent use is kept in the P.E store room situated in the hall. Striking and Fielding equipment is stored in the store room in the gym.
- Netball and football posts are stored in the area adjacent to the field and infant playground.

Clothing and changing

All children are to be barefooted during Dance and Gymnastic lessons however pumps or trainers are allowed if a child has a contagious medical problem with their feet. Children **must** wear shoes, pumps or trainers when walking to and from P.E lessons. For outdoor and indoor games, children may wear pumps or trainers.

All jewellery should be removed before the lesson commences (unless worn for religious reasons)

Children must **not** wear earrings to school when it is their P.E day, this includes stud earrings.

Children with hair that is longer than shoulder length must have it tied back. Staff as a minimum should change into suitable footwear and changing for P.E lessons is positively encouraged.

If a child forgets their kit they must observe the P.E. lesson and make notes in relation to the learning objective and a P.E letter sent home. (Kept in PE folder in reprographics room)

Upper KS2 children are to get changed altogether, in the classroom, unless a letter is written by parents and permission given by the school allowing a child to change separately, in the cloakroom. Under no circumstances will children be allowed to get changed in the toilets as they are unsupervised. If there are a large number of boys or girls needing to change separately then they will change in a different classroom.

Upper KS2 children will be taught how to change discreetly by class teachers at the beginning of the year.

Swimming

Swimming lessons take place at a local swimming bath (Tiverton Road) by specialist PE teachers. Staff to be aware of the Swimming pool and emergency operating procedures, (NOP), document. (This is kept in the reprographics room)

In swimming children must dress appropriately with **all in one swimming costume for girls and trunks, which are above the knee only, for the boys.** All jewellery must be removed, including stud earrings (unless the swimming baths give specific permission). Measures are taken to ensure that children who wear jewelry for religious purposes are able to do so.

Role of the subject leader

- To organise long and medium term plans
- To advise and support colleagues
- To monitor lessons and planning
- To maintain and audit resources
- Attending meetings and courses, which will inform future development of the subject
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.

Role of the teacher

- To implement the medium term planning for P.E
- To write short term plans if needed
- To evaluate each unit of work
- To assess the children during/after each unit of work.

For the following areas please see the Learning and teaching policy

- Curriculum Planning
- Equal opportunities
- Differentiation
- Special Educational Needs/ Inclusion
- Spiritual, Moral, Social and Cultural Development
- Assessment and Record keeping
- Health and safety

Written by: C.Maney

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