



PHYSICAL EDUCATION POLICY

This policy outlines the teaching and management of Physical Education taught and learnt at The Anthony Roper Primary School. The policy has been drawn up to reflect our whole school approach to Physical Education and has been discussed with staff and has the agreement of the Governing Body.

AIMS

The school's aims in Physical Education are:

- To increase opportunities for physical activity in school to promote health and well-being.
- To show children the benefits of healthy living through diet and exercise in an environment focused on fun and enjoyment.
- To enable children to develop and explore physical skills with control and coordination.
- To encourage children to work and play independently and with others in a range of situations.
- To confidently apply rules and conventions for different activities.
- To increase children's ability to use what they have learnt to improve their performance and describe their actions.
- To enable children to recognise and describe the short and long-term effects of exercise.
- To develop children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

OBJECTIVES

- To raise the profile of physical activity and PE throughout the school and raise awareness of their value for health and creating cross-curricular links.
- To increase the numbers of children taking part in physical activity, before, during and after school.
- To encourage the school community to walk to and from school wherever possible.

THE PE CURRICULUM

Foundation Stage

Physical Education is taught in the Reception classes according to the Curriculum Guidance for the Foundation Stage. It is incorporated in the Early Learning Goal "Physical Development" within the two strands of health and self-care and moving and handling.

Key Stages 1 and 2

Physical Education teaching covers the programmes of study as indicated in the 2014 Primary National Curriculum in England Key Stages 1 and 2 Framework. Val Sabin Schemes of work, TOPS schemes and a variety of other resources are adapted and used to create PE medium term plans.

- At KS1 pupils receive a minimum of 2 hours PE teaching a week.
- At KS2 pupils receive a minimum of 2 hours PE teaching a week.

INCLUSION AND ADDITIONAL EDUCATIONAL NEEDS

The study of PE is planned and differentiated to provide pupils with a suitable range of activities and support appropriate to their abilities and needs. The challenge of the task is matched to the ability of the child in a variety of ways by:

- Open-ended tasks which allow for a variety of responses
- Grouping children with mixed ability
- Providing resources of different complexity
- Classroom assistants to support individuals or small groups

Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the PE curriculum. Gender, disability and cultural differences are reflected positively in the school.

ASSESSMENT

All children in Key Stages 1 and 2 are assessed at the end of each unit of work using classroom monitor and Rising Stars criteria. Each child also has a skills test completed and recorded at the end of each term to track progress made in core skills. The Early Years Foundation Stage is assessed against the curriculum guidance Development Matters.

HEALTH AND SAFETY

It is imperative that effective behaviour management is displayed throughout all PE lessons and at extra-curricular clubs. Noise levels should always be such that pupils can hear instructions given. Teachers should position themselves so that the whole class can be seen. If an accident occurs, all pupils must stop their activity and remain seated whilst attention is given to the injured pupil. In the case of a serious injury a responsible child should be sent to the School Office with emergency location cards (situated in the hall and every classroom) for assistance. Some asthmatic pupils may need to keep their inhaler at hand during PE lessons.

PE KIT

Indoor: White shorts, house t-shirt, plimsolls.

Outdoor: Shorts, t-shirt, trainers/football boots, spare socks, tracksuit during cold weather. It may be necessary to have wet weather kit in case of rain.

- Jewellery should be removed before PE lessons and long hair should be tied back.
- It is important to ensure that laces on trainers are sufficiently tightened.
- Spare kit is loaned to children who forget their PE kit and parents should be notified.
- Teachers should change into suitable footwear and wear appropriate clothing.

FACILITIES

Offsite: The swimming pool at White Oak Leisure Centre used for swimming lessons, Bowles Outdoor Activity Centre and the Outdoor Activity Centre at Aylmerton.

Onsite: A large school hall, two playgrounds with markings and netball/basketball hoops and a large school field with an artificial cricket wicket and play equipment.

RESOURCES

- Each member of staff has a list of PE items.
- Indoor equipment is stored in the PE alcove area and a lockable cupboard in the hall.
- Outdoor equipment is stored in the cupboard near to the front entrance.

THE ROLE OF THE SUBJECT LEADER

The P.E leader should be responsible for:

- Providing help and advice on all aspects of PE as required.

- Ensuring that an adequate stock and range of equipment is maintained throughout the year within the restraints of the school budget.
- Keeping Schemes of Work up to date.
- Organising the Key Stage 2 Sports Day and assisting with Key Stage 1 Sports Day as required.
- Encouraging staff to attend INSET and organising relevant staff training.

STAFFING LEVELS AND RESPONSIBILITIES

Mrs Angela Harrison	PE leader, Healthy Schools coordinator. Responsible for: Gymnastics club, speed stacking club, ski team, swimming team, speed stacking team, gymnastics/dance squad.
Mrs Rebecca Aldous	Gym club.
Miss Melanie Hughes	Yoga Club.

ADULTS OTHER THAN TEACHERS WHO RUN CLUBS

Mrs Anne Brushett	Netball club, boys and girls football teams, cross-country club, athletics team, swimming team, interhouse competitions.
Miss Sarah Brushett	Multi-skills club, netball club, cross-country club.

OUT OF HOURS LEARNING

Children have the opportunity to participate in the following extra-curricular clubs: netball, football, rugby, cross-country, cricket, tennis, gymnastics, speed-stacking, skiing, multi-skills and yoga.

INVOLVING PARENTS AND CARERS

Parents help at some after-school clubs and are able to watch children at extra-curricular activities. Parents are also involved in transporting and supporting our competitive teams as well as being invited to attend sports days. Parents are consulted and involved in the Healthy Schools and Travel Plan process. Finally they are involved in an annual survey involving the collation of information about hours of physical activity done outside of school by children.

POLICY REVIEW

This policy will be reviewed every four years.