

Pinchmill Primary School Physical Education Policy

Introduction

This document is a statement of the aims, principles and strategies for the development of Physical Education at Pinchmill Primary school.

Mission Statement

At Pinchmill Primary school we aim to provide the highest possible standards of education for all our pupils, within a caring, happy and safe environment, where all individuals who work in and with the school are equally valued. We recognise the important role that physical education plays in the social, physical and cognitive development of children. It provides the foundation of a healthy lifestyle and contributes to the all-round development of the child.

- To develop physical competence and to promote physical development.
- To develop skillful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency. (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To recognize, through experience, the benefits of participation in physical activities in an enjoyable, safe and challenging way.
- To develop observation skills and show an appreciation of skillful and creative physical performances across the areas of activity.
- To use their observations to make judgements about their own and others work to improve their performance (improving and evaluating).
- To understand the effects of exercise on the body and know how to exercise safely (knowledge and understanding of fitness and health).
- To contribute towards the development of problem-solving skills, e.g. making up and refining their own games.
- To develop the ability to work independently and to develop inter-personal skills through working with others in group or team exercise (working alone and with others).
- To develop their understanding of safe practice and a responsibility towards their own and others' safety (applying safety principles).
- To develop the personal qualities of commitment, fairness and enthusiasm through making decisions and selecting, refining, judging and adapting movements.
- To develop a positive attitude towards fair play, honest competition and good sporting behaviour.
- To understand and cope with a variety of outcomes, including success and failure.
- To establish self-esteem through the development of physical confidence.

The Subject Leader will be responsible for:

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the PE Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending PE courses and cascading relevant information.
- The organisation of extracurricular activities.
- The ordering, storage and inventory of PE resources, apparatus and equipment.
- Monitoring and evaluating how the curriculum is delivered.

Pinchmill Primary School Physical Education Policy

The role of health education

PE is a valuable aid within P.S.C.H.E. in teaching children the importance of fitness, diet and hygiene both in the present and for their future. Children should become aware of their capabilities and limitations of their bodies and of the effect strenuous exercise has on major body organs. Warming up exercises along with cooling down activities will demonstrate physical body changes to the children. Throughout Early Years, KS1 and KS2 pupils should be aware of the effects of exercise on their own body and at KS2 be able to sustain energetic activity over appropriate periods of time.

Resources

Fixed gymnastic apparatus and other PE equipment are stored within the school hall. The school hall is a multipurpose area, used for indoor PE sessions as well as for other functions. The school has a tarmac playground and grassed playing field suitable for outdoor PE sessions. All PE equipment should be counted and collected after each lesson and returned to the PE store. Large apparatus should never be left unattended and must be stored safely at the end of the apparatus session. Gymnastic equipment is inspected annually. We aim to provide suitable equipment in order to cater for the age and individual ability and needs of all pupils in each year group and each area of activity, through continuous review and monitoring of resources available.

Special Educational Needs

Children with Special Educational Needs and Disabilities affecting performance in PE will be taught a similar but differentiated program, planned collaboratively with the teacher and the PE Subject Leader.

Equal Opportunities

All children must have equitable access to a complete range of activities and be encouraged to develop to their maximum potential regardless of race, gender, class or physical capability or disability. All children will be taught a broad, balanced and differentiated curriculum. Children may be taught in mixed ability groups or sometimes in gender groups in order to develop confidence and raise self-esteem, whilst ensuring that everyone has access to a full range of opportunities.

The Role of the teacher

Effective teaching in physical education, regardless of organisational strategy used, requires the teacher to be able to include this range of techniques: - explaining, instructing, questioning, observing, assessing, diagnosing and providing feedback. Successful physical activities will be based upon:

- Careful planning and preparation to ensure a broad and well-balanced curriculum.
- Safe delivery and implementation of devised learning opportunities.
- Careful observation and monitoring of children's development and progress.
- Regular evaluation and assessment to inform forward planning.

Pinchmill Primary School Physical Education Policy

To ensure safe practice teachers should:

- Understand the subject/activity being taught.
- Have clear expectations of children and make these known and clear.
- Wear suitable footwear themselves and advise any adult helper to do so, and ensure that all children have the appropriate footwear, or bear feet, for the relevant activity.
- Plan to use the apparatus most suited to the individual theme as well as the age, physical needs and experience of the children. Hall apparatus should be set out with due regard to space limitations and safety.
- Check all equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus.
- Check the condition of the floor. Any visible dangerous objects should be removed from the area.
- See any apparatus used inside or outside is counted and put away to prevent accidents happening to unsupervised children and to minimize loss of equipment.
- Children who require medication should have access to it during PE lessons.
- Ensure all children will wear appropriate dress for PE activities.
- Ensure no jewellery is worn during PE lessons.
- Know that mats do not ensure safety and will not prevent all injuries in Gymnastic work, so make sure they are used only where teachers wish children to jump onto them.
- Teach warm up and warm down activities.
- Consider weather conditions and the nature of the activity.
- Instruct children in the safe use and movement of apparatus.
- Ensure children always take some form of footwear with them to the hall.
- In the case of an injury stay with the injured child and send a reliable child for assistance.
- Report any damaged equipment to the PE Subject Leader.
- Know own children.
- Teach the pupils the safe practice and understanding of: -
 - a) Concern with their own and others' safety at all times.
 - b) The importance of warming up for exercise to prevent injury and to be aware of changes to their body that occur during exercise and to recognise the short- and long-term effects of exercise on the body.
 - c) How to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.
 - d) Lifting, carrying and using equipment safely.
 - e) The principles of good hygiene.
 - f) Why particular clothing, footwear and protection are worn for different activities and the safety risks of wearing inappropriate clothing, footwear and jewellery.

PE Dress Code

- No jewellery to be worn during a PE lesson (No rings , earrings, necklaces, bracelets or watches) (Parents are responsible in ensuring children do not wear jewellery to school).
- Staff should wear appropriate dress and footwear for PE lessons.
- All children participating in PE should wear appropriate dress.
- All children should have appropriate footwear for the lesson (no plimsolls)
- Long hair should be tied back – soft ties, no slides.

Indoor PE

Pinchmill Primary School Physical Education Policy

- Plain navy shorts and a white Pinchmill Primary PE top.
- No leg coverings (long) to be worn on large apparatus.
- Bare feet if required

Outdoor PE

- A harder sole trainer may be worn on the playground or grass. (For running and games on the hard tarmac a more substantial trainer is recommended).
- Dark colored tracksuits may be worn for lessons.
- Girls may wear shorts or PE skirts or skorts for outdoor games.
- Football boots and shin pads are necessary for football (YR 5&6)
- No spikes are allowed for Primary School athletics or cross country.
- Swimming trunks (not shorts) for boys and a one-piece costume for girls. (YR 5&6)

Non-Participation in PE Activities

- Missing a PE lesson should never be used as a form of punishing a child for inappropriate behaviour in other lessons.
- Children must be encouraged to bring the appropriate kit on the correct days. (Efforts should be made to communicate with parents of children who persistently “forget kit”).
- Parents should let the class teacher know if their child is unable to participate in PE lessons because of injury or illness.
- Children should still be encouraged to play some part in a lesson even when they are not able to fully participate.

School Sports Day

The PE Subject Leader will be responsible for the organisation of Sports Day. It may take the form of a carousel of activities or competitive running and throwing events, or a combination of these. It will be a whole school event. The children will represent their house and the overall winning team will receive an annual Trophy.

Extra-Curricular Activities

During their time at Pinchmill Primary School, the children will have opportunities to participate in a range of before or after school activities. These will be organised by the PE Subject Leader and may include Football, basketball, Netball, OAA, Athletics, Tag-rugby, Cricket and Hockey. These clubs may be run by outside providers.

Monitoring & Evaluation

The PE Subject Leader will monitor the delivery of PE within the school informally and through lesson observations. These will take place within the school’s identified program of monitoring and evaluation. This will provide individual feedback to teachers, a general overview of good practice and areas for development, and identify areas for CPD.

Pinchmill Primary School Physical Education Policy

Assessment

- The assessment of Physical Education is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupil's progress. Assessment will be used to diagnose and identify ways of overcoming particular learning difficulties and achievements.
- Assessment should be an ongoing task to aid planning and highlight areas of concern.
- Athletics – Continuous by observation, placement in competition or improvement of personal best
- Dance – Continuous by observation. Plan, perform and improve; Co-operation, Rhythm Sequence.
- Gymnastics – Continuous by observation. Plan, perform and improve; Co-operation, Rhythm Sequence, Safe handling and movement of equipment.
- Games – Continuous by observation.
- Continuous assessment throughout the key stages will help to identify pupils' strengths, weaknesses and needs and to facilitate in planning future work.
- In assessing the pupils' attainment, the characteristics of accuracy, efficiency, adaptability, ability to do more than one thing at a time, good line or design, sustaining participation and imaginative performance should all be considered.
- Teachers are encouraged to use the end of Key Stage Statements as a reference point in looking at how they assess in physical education.
- Teachers will need to consider methods of collecting evidence of pupils' attainment, direct observation being the most obvious way of gathering evidence of performance.
- Assessment of pupils' attainment (at the end of a key stage) should not be an isolated assessment at the end of a key state but drawn from teacher assessment made during this Key Stage.
- Record keeping should be kept to a minimum but should enable the teacher to point to evidence of a pupils' attainment.

Date of Commencement of Policy: February 2024

Date of endorsement by Governing Body:

Review Date: February 2025