



Priory Infant School

PHYSICAL EDUCATION POLICY

Physical Education is a unique process of learning. In PE children learn specific skills and techniques to help them use their bodies with control and co-ordination. They learn rules for playing team games and for staying safe. They learn about how their bodies work and respond to exercise. It links directly wider topic work and to life skills for pupils' understanding of healthy lifestyle choices and what they need to maintain health and fitness.

AIMS

At Priory Infant School we aim for children to:

1. Develop physical skills, competence and confidence in planning, performing and evaluating movement by:

- Teaching specific skills, techniques and rules as appropriate to the activity and the age of the child following a clear and progressive scheme of work designed to enable children to build up the skills, awareness and confidence they need to take part in PE activities with competence and safety.
- Using success criteria within PE lesson activities to help children self evaluate and evaluate the performance of others
- Giving children opportunities to practise, develop, refine and perform their work
- Giving children opportunities to select equipment and methods
- Showing and talking to children about others' performances eg. on DVD or IWB clips
- Following the requirements of the National Curriculum 2000 and making use of approved schemes of work to enhance and develop effective PE planning

2. Develop good attitudes and understanding about physical activities and healthy living by:

- Teaching children to recognise the effects that exercise has on the body
- Providing a wide range of physical activities within PE sessions, the wider curriculum, playtimes and lunchtimes, after school clubs and special school events.
- Making links with specialist coaches, clubs and community sports events which cater for Key Stage 1 children eg. through assemblies , Sports Weeks, Talent days etc etc
- Teaching the children ways to show appreciation and understand the principles of teamwork and fair play
- Identifying key personal qualities such as perseverance, humility and co-operation

3. Ensure safe practice – for themselves and for others they work with by:

- Having clear rules, which are regularly reinforced with the children about safety within PE lessons *eg. Silent, Sensible, Safe*
- Teaching children the importance of following safe practice routines and why they are important *eg. not walking across a landing mat*
- Following school Guidelines for Safe use of PE equipment (see Appendix 1)

4. Develop problem solving and interpersonal skills through developing team sports and appropriate competitive activities by:

- Working collaboratively in pairs, groups and teams
- Changing working groups, teams and partners regularly to ensure that children work with a wide range of peers
- Providing opportunities for children to develop competitive skills in an appropriate way as they move through the school
- Teaching children how to express opinions appropriately
- Using the Golden Rules and PE rules as a basis for working with others
- Providing fun, stimulating activities to boost motivation and enjoyment
- Promoting enthusiasm for physical activity across the wider curriculum and within the school day

5. Explore a wider range of physical skills and games through after school clubs and links with community sports providers by:

- A commitment to provide at least 2 sports activity after school clubs each term
- Exploring community funding options to ensure that no child is disadvantaged from attending at least 1 sports club per year
- Signing up to the 20in12 Olympic promise
- Organising a School Sports Week and/or Healthy Living Week annually
- Taking part in Intra school competitions where practical *eg. with Ellington and Chilton at Chatham House*

THE CURRICULUM

All children will participate in at least 2 hours timetabled quality PE per week, plus additional time within the wider school day through activities such as Active Play at lunchtimes and playtimes, Shake and Wake, Brain Gym and Writedance where appropriate.

Teachers will plan from the programmes of study from the National Curriculum. Key Stage 1 attainment targets will be met through gymnastics, dance and games activities. Teachers will plan

a termly scheme of work to incorporate a progression of skills in each area throughout the year. Published schemes of work (such as TOPS, LCP, Cambridge) will be used to enhance PE plans.

When planning teachers will take into account differing needs and learning styles of their group and will ensure that lesson planning allows for the needs of the whole class to be met.

EQUAL OPPORTUNITIES

All children, regardless of their race, gender, ability, social origins or size have a right to be included in PE. When planning the curriculum, tasks and resources teachers will take into account the needs of all pupils in terms of their age, ability, stage of development, physical needs and any disabilities.

Children with SEN or disabilities will be entitled to the same access to PE as their peers and arrangements and modifications will be made where necessary to ensure that they can participate fully. Advice will be sought as needed from the OT service for specialist help and equipment.

Opportunities to extend the work of children who are Gifted and Talented in PE activities will be developed in conjunction with the PE co-ordinator and G&T co-ordinator. The use of specialist coaching and / or links with an extra curricular club will be used where possible and practical.

HEALTH AND SAFETY

The school uses the "Safe Practice in Physical Education" manual by BAALPE in creating guidelines and rules for Health and Safety within PE.

All routine procedures relating to safe practice (Appendices 1) are agreed and shared regularly with all staff and are monitored by both the PE co-ordinator and the school's H&S Officer.

Risk assessments have been created and are regularly reviewed and updated for the use of PE equipment (Appendix 2)

Teachers have a responsibility to be fully aware of the above and to use and apply these guidelines and risk assessments in their teaching to ensure pupil safety. Teachers are also responsible for teaching children about the safe use of PE equipment and how to handle, move, use and store it – as appropriate to the age and development of the children in the class.

The school's H&S Officer co-ordinates the annual safety check of all PE equipment with the site manager.

MONITORING TEACHING AND LEARNING

The Headteacher and/or the PE Subject Leader will observe and give feedback on PE lessons as part of the annual monitoring programme in school. Planning and assessments in PE will be reviewed as part of this process. Pupils will be asked to give their thoughts and opinions about PE.

Coaching and training will be developed with individuals or whole staff as needed following monitoring and may be led by the PE subject leader “in-house” or provided externally.

ASSESSMENT

Teachers will use success criteria and attainment targets to assess individuals’ performance in PE on a term by term basis and will make a judgement of the child’s overall level in PE at the end of each academic year.

The pupil’s strengths and areas to be developed in PE will be reported as part of the annual report to parents in the summer term.

Policy written by: Mrs T Jones

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