

**Hillcrest Glebedale School**

**Physical Education Policy**



*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

Local Procedures Owner: Karen Caswell

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## **Hillcrest Glebedale School Physical Education policy**

### **Introduction**

### **Aims and objectives**

Physical education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include games, gymnastics, swimming, dance, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The physical education National Curriculum aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

At Hillcrest Glebedale School we aim;

- to maintain and/or stimulate pupil interest and enjoyment in P.E. and to promote health and fitness for current and future lifestyles
- to develop the children's enjoyment of physical activity through creativity and imagination
- to enable pupils to be familiar with a body of knowledge, principles and vocabulary related to P.E.
- to enable children to develop and explore physical skills with increasing control and co-ordination
- to encourage children to work and play with others in a range of group situations
- to develop the way children perform skills and apply rules and conventions for different activities
- to increase children's ability to use what they have learnt to improve the quality and control of their performance
- to teach children to recognise and describe how their bodies feel during exercise
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success
- to enable pupils to understand and use safe practice and to appreciate its importance in P.E, the short and long term effects of exercise on the body and the role of exercise in a fit and healthy lifestyle.

## **Teaching and learning style**

We use a variety of teaching and learning styles (such as visual, auditory and kinaesthetic) in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, 50m 100m sprint.
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump
- grouping children by ability and setting different tasks for each group, e.g. different games
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment, size of rackets and types of balls used.
- changing the amount of space a pupil or team has to work in, e.g. size of football pitch

PE is a foundation subject in the National Curriculum. Our school uses the national curriculum as the basis for its curriculum planning in PE. We have adapted the curriculum to the local circumstances of the school. Children should take part in 120 minutes of physical activity in school each week.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.

Success criteria should be included on plans and detail how pupils are expected to achieve the aim. Pupils should be made aware of the success criteria for each lesson.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

## **Contribution of PE to teaching in other curriculum areas**

### **English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

### **Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. There may be video recordings of performances which are used to develop their movements and actions quality of their work. Where available audio and visual aids should be in lessons. Visual resources such as DVDs and video clips allow children to observe and evaluate high class skills.

### **Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### **Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Learner Passports where applicable. The PE curriculum is always made fully accessible to all pupils, including those with specific mobility difficulties and when and where appropriate Occupational Therapist input is sought to help teachers to establish the most effective ways of doing this.

Children who are seen as Gifted and Talented are recorded on the Gifted and Talented Register. Where possible (and safe to) teachers will provide learning opportunities that match their needs. Recommendations of clubs should also be made that will allow the child to progress further outside of school.

### **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

### **Health and safety**

We encourage the children to consider their own safety and the safety of others at all times. We expect children to change for PE into the agreed clothing for each activity area. Staff should set a good example by wearing appropriate clothing when teaching or participating in PE.

It is the teacher's responsibility to ensure that lessons are taking place in a safe environment and that children are aware of any possible hazards. Staff should assess any foreseeable

risks prior to the lesson and take precautions to reduce them. This includes apparatus, flooring, clothing etc.

Teachers should not allow children to use any equipment or apparatus that they do not feel comfortable with or feel they are not sufficiently trained.

Other health and safety points:

Teachers should position themselves so that they can see the majority of children the majority of the time;

Teacher must ensure that children correctly warm up and stretch before physical exercise and cool down afterwards;

Children that are misusing equipment or are risking the health and safety of others should be given a warning and on repeat behaviour made to sit out of the lesson/activity. Appropriate clothing should allow staff to take part in and demonstrate physical activity. It should also allow them to react quickly if a situation, such as a serious injury, that requires immediate response occurs. At minimum this should be a pair of sports shoes.

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of SLT through the school's annual quality assurance calendar. Progress data is submitted as part of the Headteacher's Report to school Governors.

This policy is reviewed annually by the governing body.

Signed (Head teacher):

Signed (Chair of Governors):